

1975

Loyola
Faculty
of Arts
and Science
Concordia
University



We be in dev a thin perso

—not just a skilled technician.

Traditionally, our philosophy of education has stressed breadth in learning as well as depth in specific study. That is why Arts and Sciences are combined in one faculty on our campus and it is this fact that is at the root of our philosophy of education.

While we offer specialized programmes in many fields as do other Quebec universities, it is what we accomplish outside the principal areas of specialization that is different. Through a combination of factors, such as our humanist tradition and our minors programmes, of facilities such as the Centre for Interdisciplinary Studies, and Communication Arts, we encourage you to develop an understanding of the interdependence of disciplines as well as an overall awareness of the nature of things.

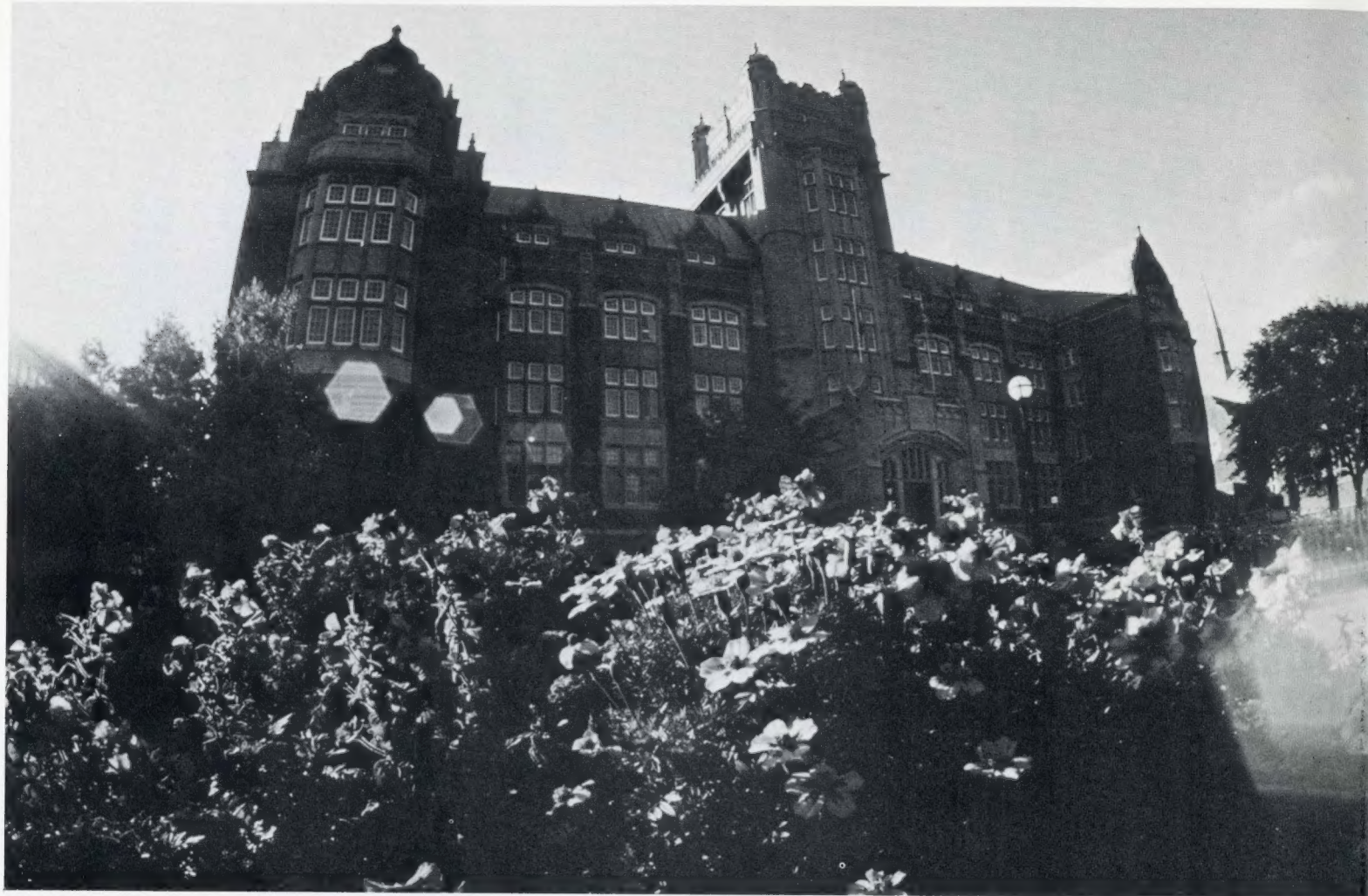


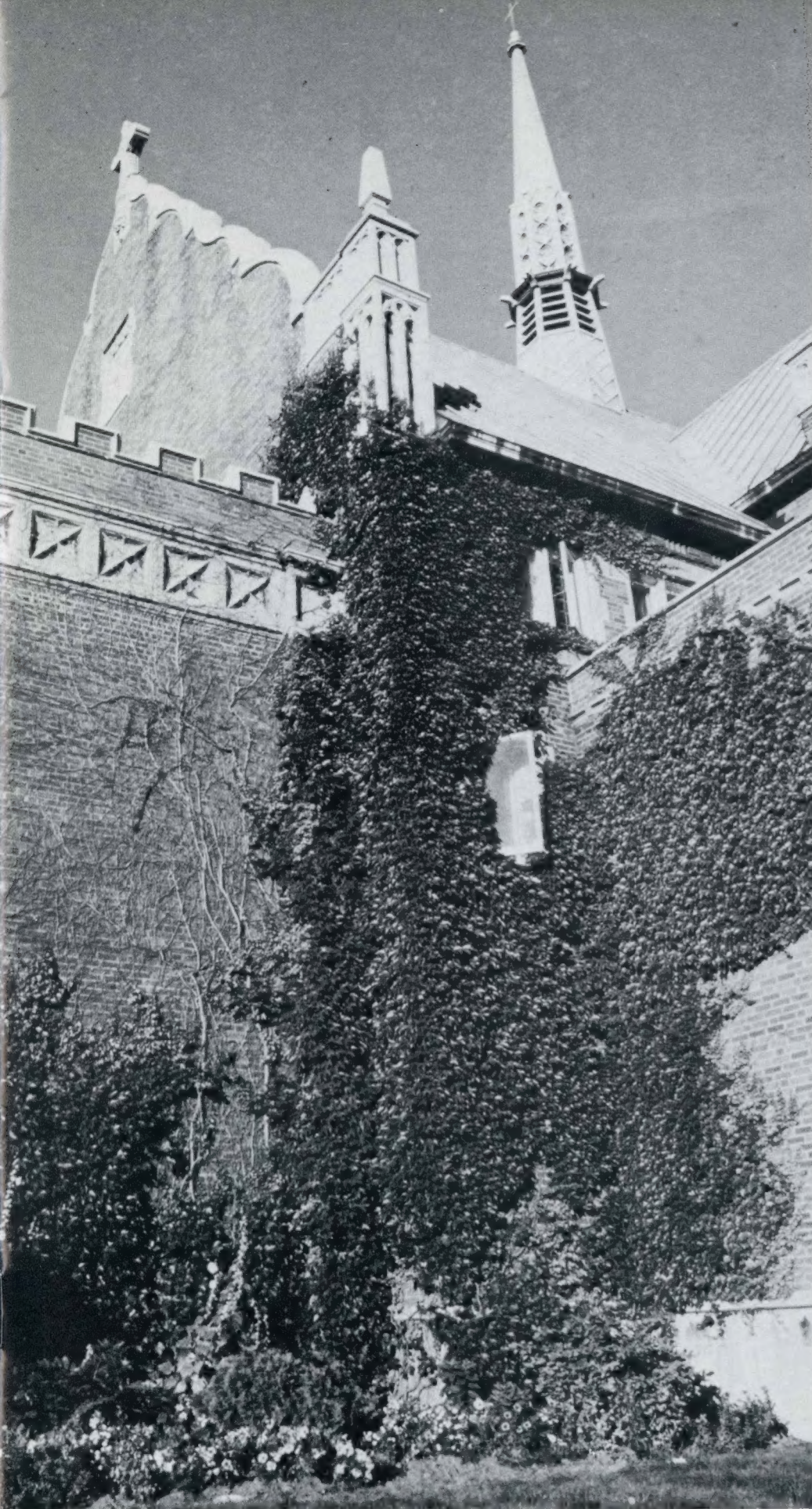
believe developing making on

We believe that this kind of education has significant practical benefits since, in this day and age, there is no guarantee that the job you take after graduation will necessarily be exactly the type of career for which you will have studied.

In this brochure, we are going to tell you about the advantages of an education in the Loyola Faculty of Arts and Science at Concordia University. We are going to introduce you to our world from its challenging programmes, activities and its green spaces to the additional benefits and resources available to you as part of Concordia University. We will describe what the Faculty and campus can offer you; the traditional academic features; the diversity of programmes and areas of studies; and the unique features that allow you to combine both innovation and tradition in education.







Campus Life

Life on the Loyola campus is not just confined to the classroom. Besides the pleasant atmosphere of a spacious tree-lined campus, there are a number of student services and activities available to prospective Arts and Sciences students.

Student life tends to revolve around the newly built Student Centre which, among other things, has a cafeteria, a pub, conference rooms, a games room and a lounge to relax in.

Getting to and from the Campus is no problem since there is good public transportation which connects to the Metro and, for those with their own cars, there's adequate parking place.

For students with small children, there is an excellent day care centre.

On-Campus housing can accommodate approximately 250 day-division students with facilities ranging from traditional dormitory, apartment suite, co-ed and single sex to special living groups.

For off-campus housing, we have a Business office to help you find a place.

While this gives only a glimpse of what is available on the Loyola campus, we believe that both the natural setting and wide range of student services will add to your educational experience in whatever Arts and Sciences programme you choose.

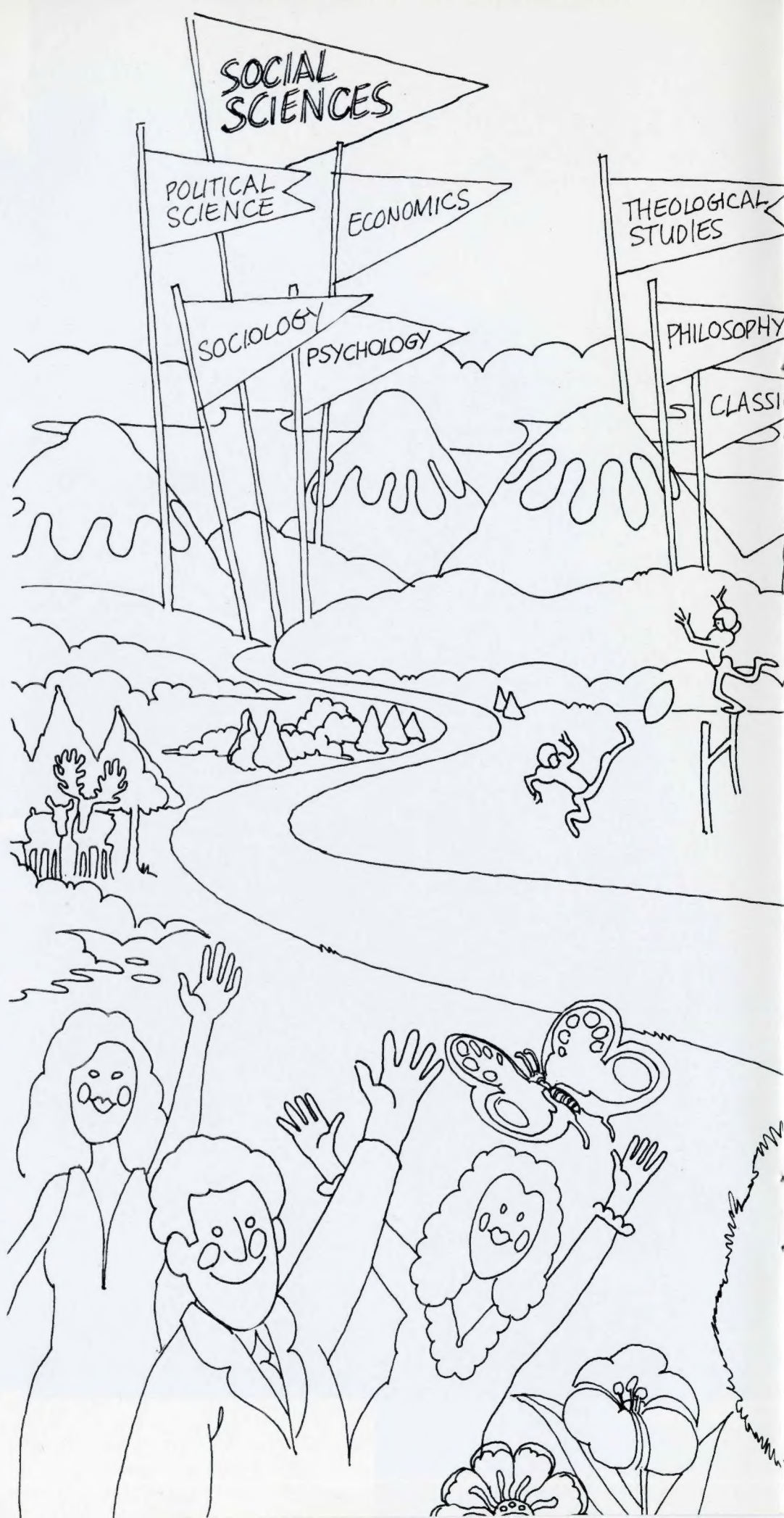
Course selection

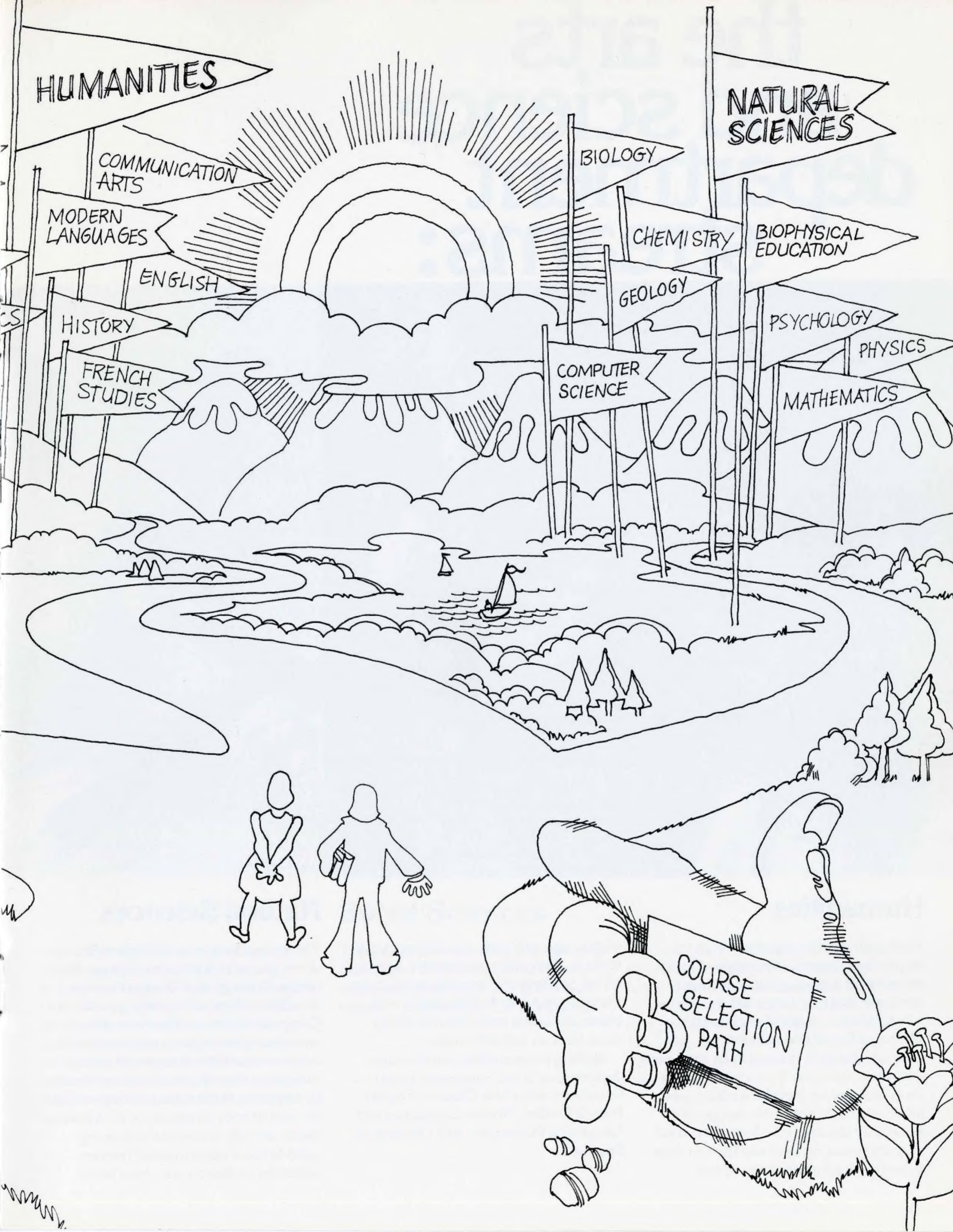
Viewing the range of departments, centres, and other units all existing under the roof of Arts and Sciences, it is hard to imagine that they share anything in common. Not only are there 19 departments but there is the Centre for Interdisciplinary Studies, Health Education and Library Science.

Yet, as different as these departments and disciplines can be, they are similar in sharing a common emphasis on teaching. Since we are largely an undergraduate faculty, our professors can give a great deal of attention to their students. We have maintained a long tradition of close teacher/student relations both in and out of the classroom—a tradition made easy by classes kept purposefully small.

Attention to teaching is part of the reason why many of our graduates are to be found in some of the most prestigious graduate schools.

Departments in Arts and Sciences are divided into three streams; the Humanities, the Natural Sciences, and the Social Sciences. The Centre for Interdisciplinary Studies exists in order to connect and integrate the disciplines of these streams.





the arts and science department streams:



Humanities

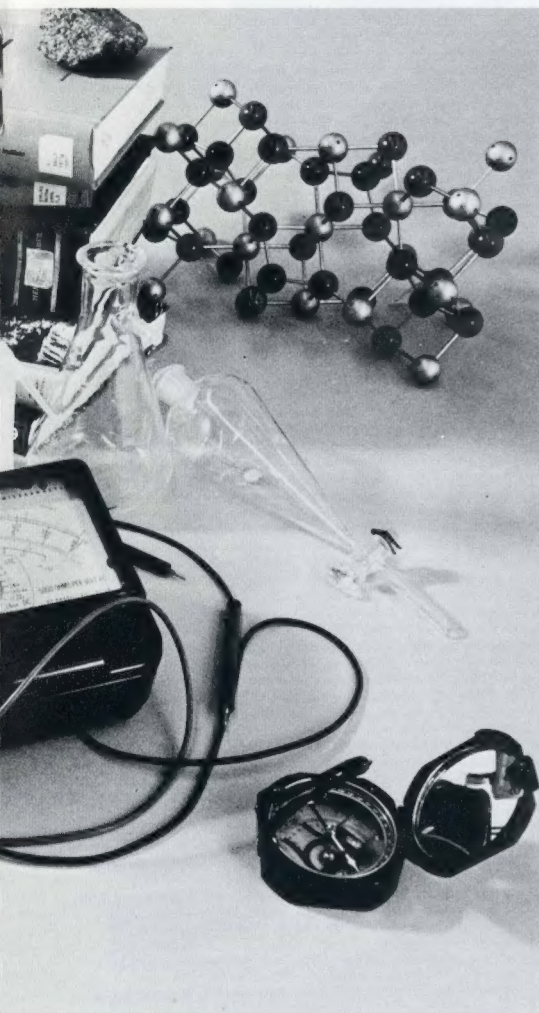
Fairly typical of the departments in the Humanities stream is the History Department. While it stresses old-fashioned work and study — there's still no substitute for them — it also experiments in offering different and stimulating courses. History is moving away from large classes towards small units with emphasis on discussion. It prides itself on being informal where professors can get to know their students on a first-name basis and vice-versa. Students feel free to drop in and see their professors without

making appointments (as students have to do in many other universities). Acting on the principle that learning need not necessarily stop after formal class is over, some professors hold informal discussions both on and off campus.

Sharing these qualities are the other departments in the Humanities stream — Communication Arts, Classics, English, French Studies, Modern Languages and Linguistics, Philosophy, and Theological Studies.

Natural Sciences

The second stream is the Natural Sciences group, composed of Biology, Chemistry, Geology (and Geography), Mathematics, Physics, Psychology, and Computer Sciences. The Natural Sciences are richer by their association and interaction with the Arts groups stemming from their sharing the same faculty. By this token the Natural Sciences enjoys the best of both worlds, since its departments are fully accredited and recognized Science departments. They are staffed by professors who have had a

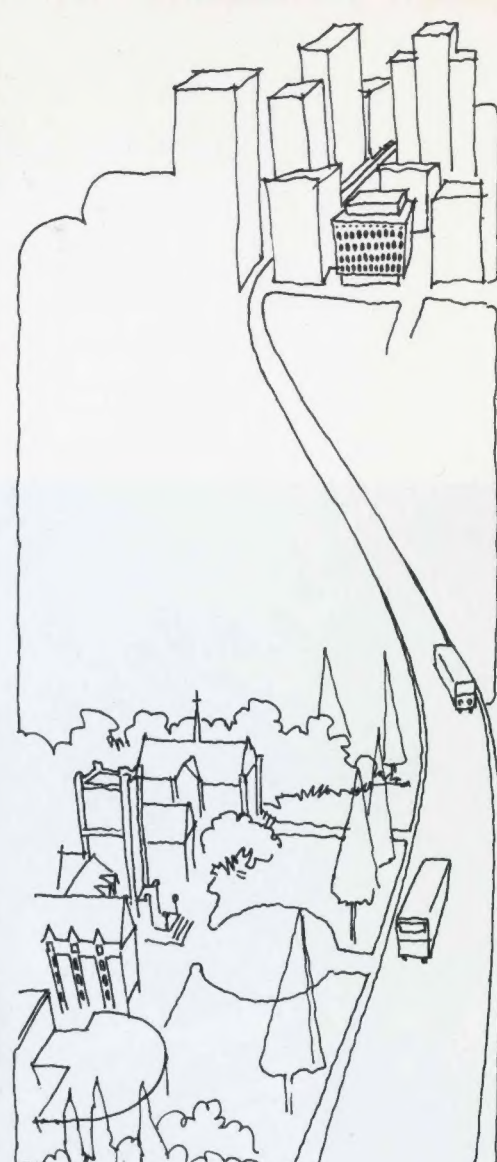


Social Sciences

wide range of both industrial and post-doctorate experience. While they are actively engaged in research, their emphasis is still on teaching. Our science laboratories have the modern equipment necessary for teaching and training undergraduates. The departments have up-to-date programmes as well as good reference facilities that relate to today's science.

The Social Sciences stream is similar to Humanities in that they too stress availability and informality. The four departments — Economics, Political Science,

Psychology and Sociology — are in this stream since they deal with the direct study of the nature of humanity. They are concerned with the aspects of humanity from its organization, socially and economically, to the social and psychological behavior and make-up of its individuals.



Was Leonardo an artist or a scientist?

Was Leonardo da Vinci an artist or a scientist? Did you know that Isaac Newton wrote poetry, that Karl Marx loved Shakespeare and enlivened his controversial theories with literary quotes, or that Albert Einstein was passionately interested in politics? A recent book on innovators in Science reveals that virtually all were cultured people with a wide range of interests outside their fields. That is why our departments are offering minors and we are encouraging students to take them in order to widen their experience as much as possible. In these fluid and uncertain times, it is quite frankly in the student's interest to be as acquainted with as wide a range of subjects as possible. Participation in a minor encourages breadth of experience.


Computer Science

"Computer Sciences" is a misnomer. A more accurate title for the department would be "Information Science" since we're more interested in how computers are used to digest the modern avalanche of facts, figures, and names needed to help run our complex society. As such we aren't teaching about the actual mechanics of a computer, but rather about what the computer can and cannot do. In a sense, our department wears two hats within the Arts and Sciences faculty. While we offer degree-giving majors in the higher study of computers and a B.Sc. specialization, we also provide a support service for the other disciplines because we feel, that in an era of increased computer use, it is important for all students to become acquainted with the general uses and limits of computers. We have general and introductory courses for non-majors geared specially to fit the academic background of students.

Two Campuses

In future, students entering the Arts and Sciences faculty can anticipate participating in the closer integration of various departments with the same department at the Sir George Williams Campus. This will mean more exciting contact with a wider range of faculty interests and experience and a much improved access to advanced facilities.

It is also possible for students to take courses in the same department at Sir George Williams Campus. Not least is the right to use the facilities of both Campuses.



inter- disciplin- ary studies

Earlier in the brochure we commented on the diversity and variety of the disciplines in the Faculty of Arts and Sciences. We wondered what they shared in common. Besides the emphasis on teaching, the answer is the Centre for Interdisciplinary Studies. To describe the Centre's role more graphically, imagine a large building with a lot of rooms. The hallway connecting them could be likened to the Centre.

In this sense, the Centre for Interdisciplinary Studies is a key to the genuine integration of the Arts and Sciences faculty. It provides the cement for the fusion of the different academic experiences available in our faculty. Since it is not a department complete with chairman and faculty, it therefore borrows faculty from the other departments thus providing links between the different disciplines.

Inter-disciplinary courses are often team-taught by teachers from different disciplines, very often by both Science and Arts professors who in many cases have learned to communicate with each other before they could begin to organize the course. Many insights have come out of this process with students gaining from the creative spin-offs of the exchange of views. The intriguing consequences of relating the different viewpoints of separate disciplines can be seen in the introduction of such courses as Computers and World Problems, Human Relations in Business, and the Impact of Physics on Contemporary Society.

The Centre provides an alternative educational experience so that students can choose between specializing in a traditional programme or organizing their own concentration of study. The student has three streams to choose from: Canadian Studies which by its nature involves different disciplines, Recreation and Leisure Studies, a rigorous degree programme which prepares managers for the rapidly expanding field of education and the self-elected major.

Minors are also available. (It's a question of coordinating electives). The minors programme is important as it provides yet another vehicle for the cross-fertilization of ideas and experiences so vitally necessary in maintaining the intellectual exchange between Arts and Sciences and hence the humanist tradition of the Loyola campus.

Communication Arts

What the media can do.
What are its effects?

What can media do? What are its effects? These are the questions that students in the Communication Arts department attempt to answer. Communication Arts fits into the Arts and Sciences scheme of things by dealing with contemporary technology in humanist terms.

The department deals with the purpose and meaning behind the communications technology. The technical "how to do it" side is not neglected as students experience this aspect through the exercises in understanding media.

Whatever field in communications students choose, they will be able to work with an impressive array of equipment. For instance, there is a professionally-equipped Television studio, portable TV camera, film and sound editing studios, radio studios, a holographic laboratory and much more. We also have an audience research centre which measures audience responses to various media-genic stimuli.

To enter the department, applicants must submit evidence of strong academic abilities, examples of creative ability, and a letter of intention setting out what the student wishes to concentrate on during his or her studies.

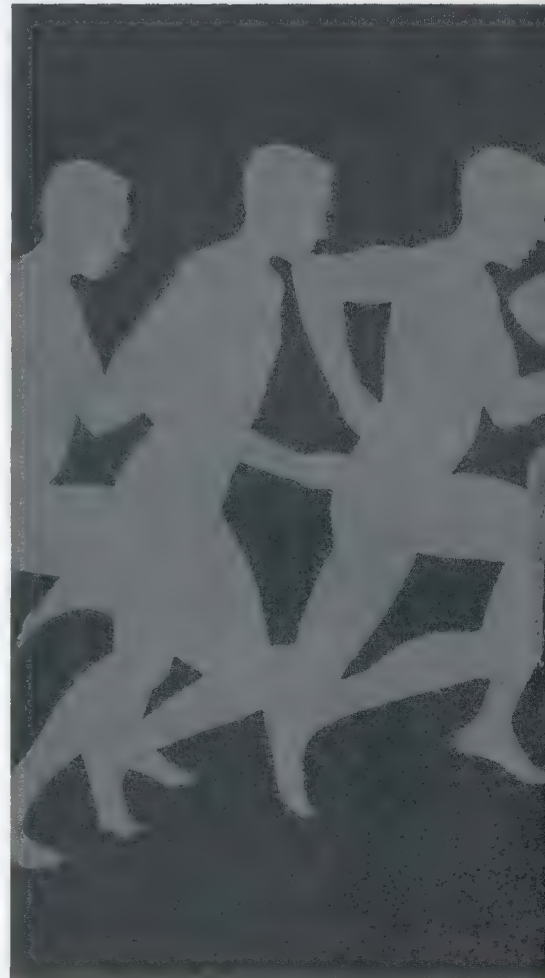


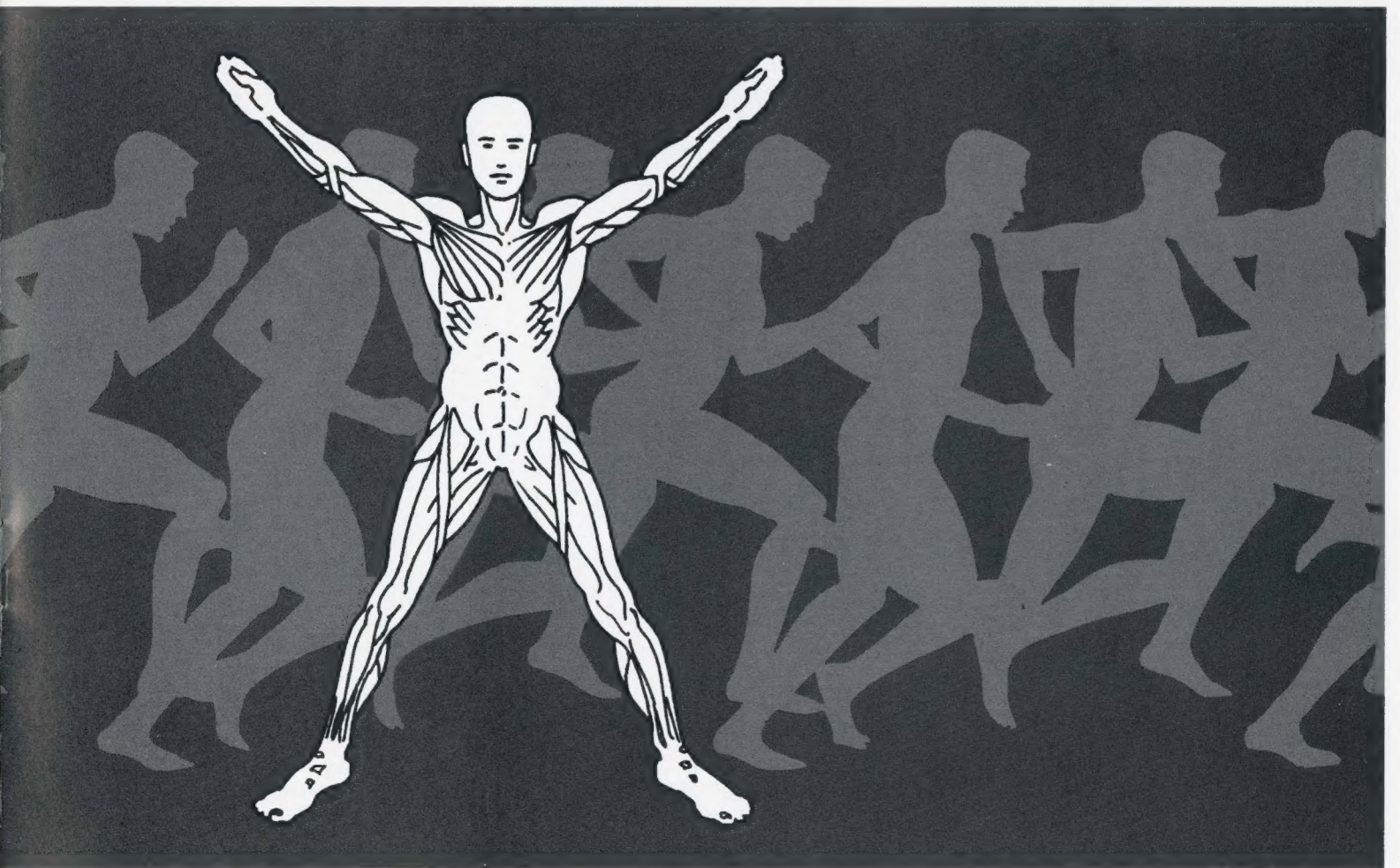
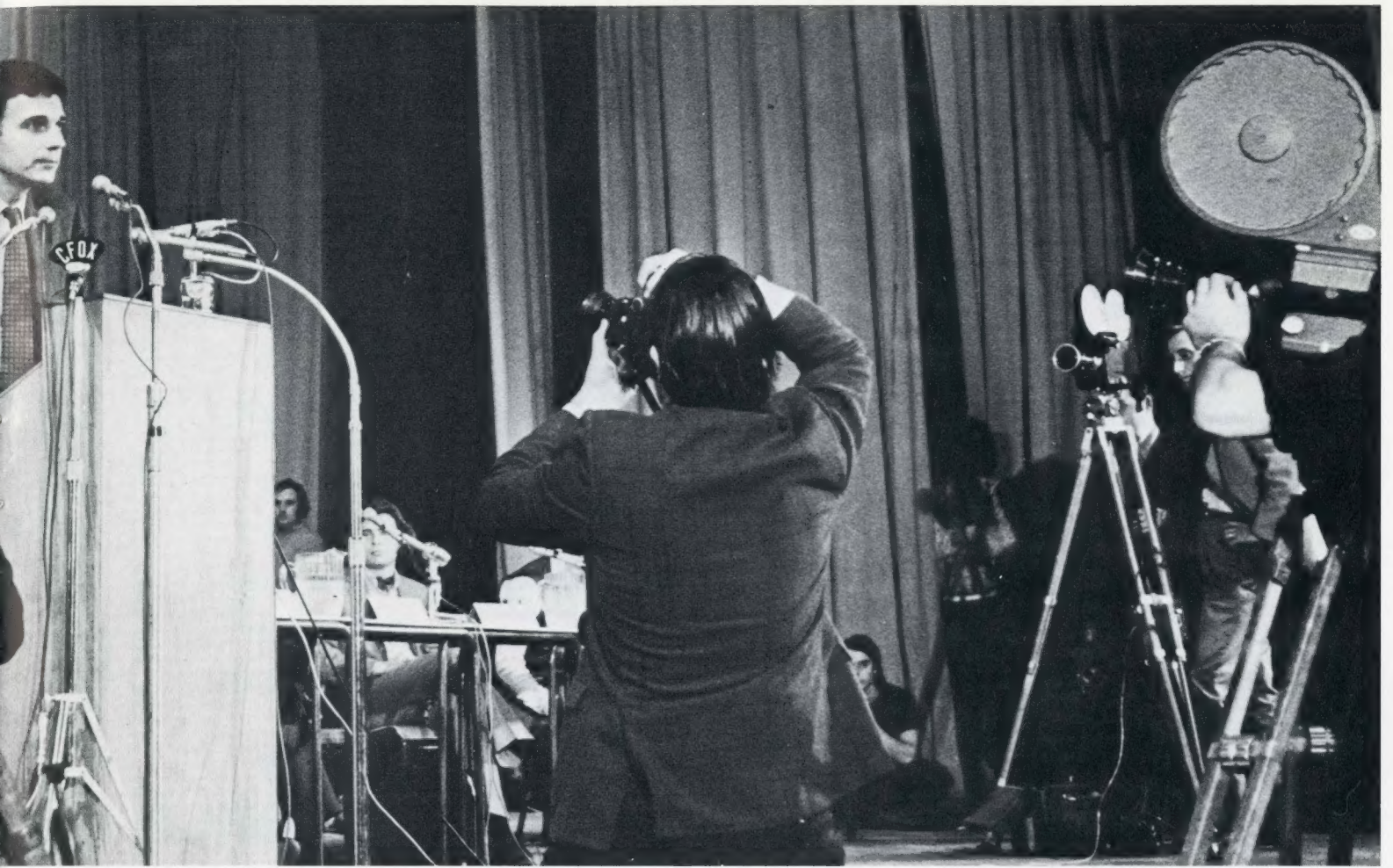
Bio-Physical Education

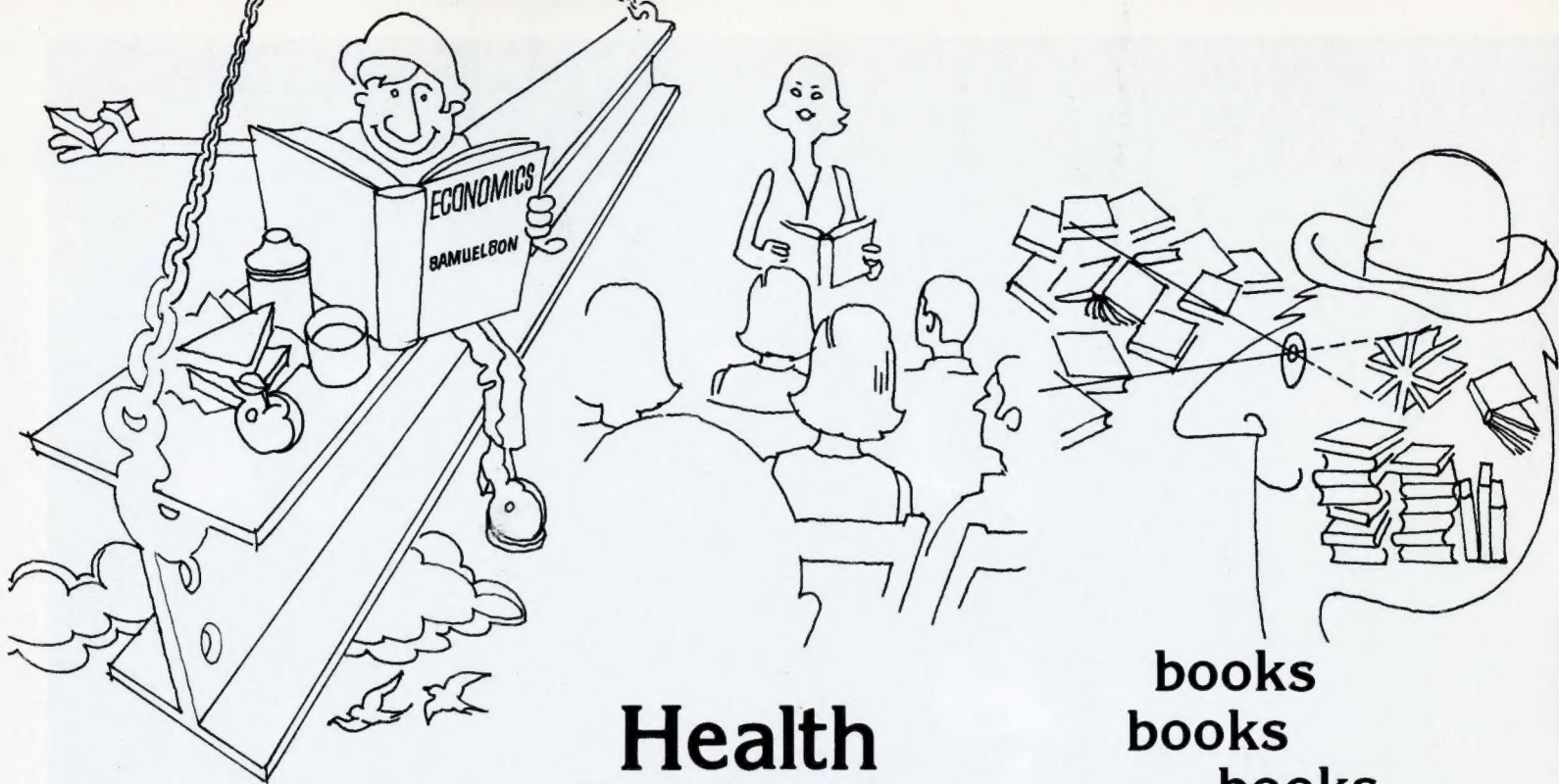
the why of the human body ...

Bio-Physical Education reflects the Loyola campus's humanist ideal by concerning itself with the meaning of the human body. That is why the primary objective of Bio-Physical Education courses is to provide graduates with a comprehensive understanding of the "why" of a human body. Students will ascertain the answer to many questions: why people of all ages need regular physical activity; why physical education should be required at all levels of schooling; why the emphasis on cardio-vascular activity; why the misuse of drugs in any form can be detrimental to physical and mental health and why the necessity for increased public and private financing of recreational facilities.

Our programme will prepare students to support the various programmes they are involved in, including para-medical, physical fitness or education, health and recreation in school, private or community settings.







Andragogy

In the province of Quebec there are almost as many adults participating in formal education on a part-time basis as there are young people studying on a full-time basis.

Most teaching, however, is still conceived of with respect to the young learner. It has been shown that adults need different methods of teaching, therefore, there is a great need for educators trained in terms of adult education.

The programme of Andragogy has been developed to assist those people engaged in the continuing education of adults.

Health Education and how to keep us well!

The main direction of Health Education is para-medical. There are great needs for people to do community work, (the object of Health Education is to develop community skills for health personnel). For example, registered nurses tend to know mainly about working in organized structures like hospitals, they don't have the experience to organize people for health safety in communities. Health Education intends to train nurse-practitioners to bring prevention and health education where the people are. Courses have been opened to non-nurses who have been trained to work in health teams.

There are three types of prospective students for Health Education: nurses; community health workers; and people who have a real interest in Health Education as an elective. The programme consists of an emphasis on science mixed with the social awareness of the social sciences. In this sense, Health Education fits in with the concept of Arts and Sciences in that offers inter-related courses combining various disciplines as is evident in such courses as "Chemistry of Nutrition" and "Human Biology".

books books books Library Science

Library Science came into being in response to the Quebec education explosion in the 1960s. This explosion created a great gap in the numbers of skilled personnel available to the rapidly increasing numbers of libraries in institutional, municipal and private areas.

The best definition of the programme is that it trains the para-professional in library skills in order to work alongside the professional librarian. (It should be pointed out that we don't merely train technicians since the courses are heavily academic). The courses include information services, bibliographic searching, cataloguing and classification, multi-media operations, data processing, and automation and practice work in the various kinds of libraries. Library Sciences has the added advantage of being available to students on a part-time basis and at times suitable to their personal requirements, thus allowing them to be employed while pursuing either retraining or the upgrading of skills. Students may also take academic courses, which will in turn qualify them to perform at respectively higher levels as library technicians.



Lacolle Centre

Picture a huge rambling farmhouse, renovated to accommodate both large and small groups of people, located in the middle of five acres of woodlands near the New York border — that's the Lacolle Centre. The Lacolle Centre exists as an off-campus meeting place where campus people can let their hair down and

communicate with each other informally.

Lacolle's mandate is to "encourage innovation in education along with the purpose of improving the dimension of human relations". Its primary goal is to encourage communication and interaction of people and groups within the University Community.

Besides providing facilities to promote inter-group communication, the Lacolle Centre also sponsors events. One example is the Human Relations weekend which ended up with a life planning workshop. Sometimes planning and organization weekends are held to teach student groups how to plan and form groups for themselves.



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